

Cyberbullying Power Point Script

Recommended Audience: Grade 5-12

Duration: approximately 1 hour

Presenter Notes:

-Introduce yourself to the group and include details such as:

- Your name
- Profession
- Role in the community
- The reason for coming to their classroom that day

-Tell the group that you will be addressing Cyberbullying or Internet Bullying with a presentation from the Windsor Police Service, Community Services Branch

-This presentation is most effective when done interactively. IE: asking the students “has this ever happened to you” and ask if they will share their experience.

Slide 2

What is Bullying? Prior to displaying the points, ask the audience what they think bullying is. Then display the points. Review them with the audience.

Slide 3

Effects of Bullying

Display the photo first. Explain: a young person drew this picture to show how she felt when she was being bullied. Ask the audience “How do you think they feel when they are being bullied?” Then display each point.

Become withdrawn-may stop hanging out with friends, family

- Spend more time alone in your room

Fear of going to school-“who wants to go to school when you are going to be teased, embarrassed, assaulted?”

Low Self Esteem-Ask the audience what that means- low confidence

School Work Problems-give the example of being in class (math class). The victim isn't paying attention to what is being taught. Instead they are thinking about what the bully just did or said at recess, they see the bullies whispering and laughing in class, looking back and them and wonder what they are saying, if they are talking about them, they are thinking about what will happen next. The next thing you know, 20 minutes have gone by and they have missed the entire math lesson. This doesn't happen just one day, it happens many days throughout the school year and their marks will reflect that.

Physical Pain-bruises, cuts, scrapes from physical bullying. Ask the audience, “Has anyone ever being worried or upset about something to the point that you get a stomach ache?” You can also have problems with your digestive system, i.e. stomach pains from being worried and afraid. Pain that you can’t see.

Emotional Pain-the hurt, crying, fear

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Traditionally bullying has taken place-review each point-

-In the Washroom-Myles Neuts was a popular grade 5 student who loved school. He had never really been bullied before, and he was a great kid. But one afternoon two older boys decided to hang Myles by his collar and necklace onto a hook in the bathroom. As Myles struggled to get himself off and was choking, the bullies actually invited other youth to come into the room and have a laugh at the kid struggling on the coat hook. It was one of these witnesses that finally alerted the school staff. It was too late. While the perpetrators in this case had no idea they would kill Myles with their actions, they did take pleasure in his pain

-Giving a bully an audience just gives them more thrills and more power.
Bystanders also reinforce the victim’s humiliation

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What is Cyberbullying?

Definition

Slide 6

Communication Technologies

-Prior to displaying each, ask the audience what they believe these “communication technologies” are

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What are they?

-Ask the audience “how many of you go home from school and get on the computer to talk to your friends”

-Instant Messaging-IM’s- Ask the audience who has an account for Instant Messaging- Ask the audience “Has anyone here received an IM that was hurtful, threatening, gossiping, multiple IM’s that were harassing.” Ask if anyone wants to share his or her story.

-Ask the audience “Has anyone here sent such an IM?” Ask them to share their story.

Copying IM's, cutting and pasting, taking the conversation out of context and forwarding the IM's are all ways people can bully on-line.

Web Cams and Photos- Bullies can use photographs of a victim found through the Internet (i.e. profiles, blogs) or sent through a webcam image if it is shared with a "trusted" source and they can create a site to humiliate, threaten, and harass the victim. They can change the photo-called morphing-one image is turned into another.

Cell Phones- Ask how many kids have a cell phone, text messaging, cell phone camera. Remind them that cell phones are not allowed in schools. I use this example: a young man in a high school was in the change room after gym class. He had a bigger build. In the change room he had reason to believe that he had privacy. He was not aware that another male student was in the change room with him, with a cell phone camera. When the bigger young man was changing, the other snapped a picture of him. This young man then sent the image of the naked student to several other students throughout the school. Those students sent it to more students and so on. By the time the young man who was changing came out of the change room, his naked picture had been circulated through the school via cell phones. He was completely shocked and embarrassed. He was bullied using a cell phone camera.

Interactive Games- bullying can occur while playing on-line games-moderator can assist in terminating the bullying. When playing interactive games on-line, kids are often playing people they don't know. Ask: How many of you have been playing an on-line game with someone and they start to be rude, threatening, angry during the game because you are doing better than they are or they don't like how the game is going? Ask: How many have had the moderator step in and warn the other player that their playtime will be terminated if they don't stop? Some but not all on-line games have moderators who watch the game from a third computer and ensure that the players are following proper netiquette.

E-Mail: not real time, forwarding hurtful e-mails

I can send E-mail to you and you can read in two weeks. It is not real time like Instant Messaging.

Ask: How many of you have sent E-mail to someone that was rude, threatening, hurtful?

Ask: How many of you have received such E-mail? Then ask: How many of you have forwarded such e-mails? Explain that the first example is the "Bully", the second the "Bullied" and the third, the "Bystander".

Ask: How many of you have said things on-line that you would never say to a person's face? Explain that people find it easier, but you will have to be face to face with that person eventually and deal with what you have said or done.

Ask: How many of you have "hit" "SEND" and then wished that you hadn't? Try to emphasize that we should think before we send something and that we shouldn't say things on-line or to another person that we wouldn't say to that person's face.

We will be held accountable for our words and our actions.

Websites-"Dave Knight"-

Sites can be created by bullies to make fun of another person. They can be postings to make fun of them with photos, comments, blogs, etc.

Welcome to the Site that makes Fun of Dave Knight

David Knight was bullied constantly at school. He was verbally and physically for years. David's refuge was his home and his computer. Until, someone created a website to make fun of him. They posted demeaning and embarrassing comments and insults. After several months of this, David left school and was home-schooled for his last year of high school. David's right to a public education was violated because of a few abusive individuals.

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Profiles: Personal information and photos that are put on people's profiles can easily be used by bullies to target that person. Ask: How many of you pretend to be someone else on your profiles or in your chats? Remind them that if they are lying, then chances are that the person they are speaking to is lying also.

Blogging- This is an on-line diary. An example is www.myspace.com. In these blogs, kids are putting personal information including how their day was, what is going on in their lives, photos. A bully can visit this blog and use any information that the victim has put on-line to target them.

Discussion Boards/Newsgroups/Guestbooks-often used to make fun of others, people can add to it. An example is www.rateteacher.com. When this site was first put up postings were not reviewed for appropriate content prior to being put on the site. Many students were using it to bash teachers, threaten, embarrass and put personal information of teachers on-line. Today, each submission is reviewed prior to being posted to ensure the content is appropriate.

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Now the Bully has Come into My Home

There is no escaping it. The bullying that use to stop when we left school can now continue as soon as we log onto our computer. Home is no longer a refuge from the hurtful words and actions.

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Why Cyberspace-Some Common Myths that lead bullies to believe they can use the Internet to target their victims

Ensure that the children understand that these are simply myths, misconceptions.
They believe it is a virtual place to hide.
They believe that there are no witnesses and no scene of the crime.

The Truth-There IS a scene of the crime.

Ask: If you delete something on your computer, where does it go? Explain that it can still be found in the Deleted Items folder or Recycle Bin. Once it is deleted from these areas, it may still be found on your hard drive.

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Four Types of On-Line Bullies

1. The Vengeful Angel
2. The Power-Hungry
3. The “Mean Girls”
4. The Inadvertent Cyberbully or “Because I Can”

www.netbullies.com- these descriptions were found on this site.

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The Vengeful Angel

The victim of bullying retaliates.

They don't see themselves as a bully.

They may believe they are righting wrongs or protecting themselves or others from the “Bad Guy”

They may feel that they are protecting a friend.

In 2006 I was requested at a school to speak to a young girl in grade eight who had created a site about a boy in her class. She posted a photo of him and a derogatory remark about him. She then told people to visit the site. The boy and his parents found out about the site and complained to the school. When I asked the young lady why she created this site, she stated that the boy had been bullying her and other students throughout grade school and she wanted to “give him some of what he had been giving to others”. She had to take the site off-line and was disciplined at home and in school. That was satisfactory to the boy's parents.

Remind the children that this is still bullying regardless of her reason for doing it.

Those who visited the site, they are the “bystanders”.

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Power Hungry

This bully is like the schoolyard bully. They need an audience. They want everyone to know it is them. They want to exert their power. They often brag about their actions.

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Computer Savvy or Revenge of the Nerds

This bully is often the victim of the typical schoolyard bullying. They may be physically smaller and be the ones picked on for not being popular enough. They do, however, have greater technical skills.

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“Mean Girls”

This is often done and planned in a group. It is often for entertainment. It is fun for them. Most often they are bullying other females, however, they can target males as well. The popularity and strength of this bullying can grow when a group thinks it is cool, cliques can be formed or it can grow when others are silent.

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Inadvertent Cyberbully

This is the Cyberbully who does it “because I can”. They don’t believe they are Cyberbullies. They can pretend to be tough on-line when they don’t appear to be in person. They don’t think before they hit “send”. They don’t take the time to think of the consequences of their words and actions.

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How it Happens

Flaming

Harassment

Cyberstalking

Denigration

Impersonation

Outing and Trickery

Exclusion

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Definitions:

Flaming-this is an on-line fight with angry words.

Harassment-this is when someone is repeatedly send offensive, rude, insulting messages whether it be IM's, e-mails, text messages.

Cyberstalking-This is defined as the repeated sending of messages that include threats of harm or are highly intimidating. Often the stalker wants to be anonymous and these would usually involve at least one adult.

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Denigration-"Dissing" someone on-line-

An attack on a person's character or good name.

Impersonation: breaking into someone's account, posing as that person.

Ask: How many of you have told a friend your password?

In 2007 a young man in grade seven explained that he had told his password to a friend.

Then, one day at school the boys had a disagreement and went home angry at each other.

The boy explained that his friend went into his Hotmail account and sent several "mean" e-mails to people on his mailing list. They all thought he had sent them and the next day, he had several people upset with him and he didn't know why.

That is bullying by impersonation.

Ask: Has this happened to anyone?

Remind the students that a password should be shared with no one but their parents or guardians.

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Outing and Trickery

Sharing someone's secrets. Tricking someone into revealing secrets. The bully may pretend to like you and then ask you to give some personal information. They promise to keep it a secret. Then, as soon as you divulge that information. They tell others.

Ask: Has this ever happened to anyone?

Exclusion:

Intentionally excluding someone from an online group, like a "buddy list".

Ask: Has anyone ever blocked someone because you were upset with him or her?

Ask: Has anyone been blocked by a friend? How did it make you feel? Did you know why you were blocked?

Ask: How many of you have been in a chat room with friends or in the school yard with friends and one walks away or one logs off and others begin talking about the person who just left? Remind them that if they have friends that are doing that to other friends, don't think that they wouldn't do it to them.

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Bystanders:

The bystanders are the ones who forward the hurtful e-mails. They visit the Cyberbully's sites that make fun of another. They allow the bullies to take the cell phone photos or video of personal moments of others.

Ask: What can you do as a bystander to help stop Cyberbullying?

Don't forward the e-mails, delete them, don't allow them to take the photos, don't visit the sites, tell an adult, tell the bully that what they are doing is wrong.

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Tips for the Bullied

- Block the sender's e-mail-discuss how to block-right click on the address-click on block
- Change their e-mail address or cell phone number
- Don't reply to messages from Cyberbullies-explain to them that the bully is looking for your response, fear, anger, etc. If you react it gives them fuel to continue to target you-if you ignore them, they may get "bored" and stop
- Don't erase or delete messages-They don't have to read them but save them in a file in case it is required as evidence
- Tell an adult-This is very IMPORTANT-let them know that if they received anything on line that makes them feel uncomfortable that they need to tell an adult who will help them
- Inform your ISP (Internet Service Provider)- -Call police if messages are threatening

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Bully Beware

"You can be found"

- Your Internet Service Provider-you can be held accountable and lose your privileges. Remind them of the user contract with the Internet Service Provider which states that the Internet shall not be used to threaten, harass, insult, etc another. If they do and a complaint is received, they may lose their privileges with that ISP.
- A "cyber footprint" may be left on your hard drive of any messages sent.

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Ask Yourself

1. Am I being kind and showing respect to others and myself?
2. How would I feel if someone did the same thing to me or to my best friend?
3. How do I feel inside?
4. What would a trusted adult, who is important in my life, think?

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5. Is this action in violation of any agreements, rules, or laws?
6. How would I feel if everyone could see me?
7. Would it be okay if I did this in my home or at school?
8. How does this action reflect on me?

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Statistics

-In 1995 there was one hate-related website

-In 2004 there were 4700

-In Canada-14% of teens say they've been threatened while using instant messaging

Ask: Does anyone think that the number of hate-related websites has increased from 2004.

Ask: Does anyone think that there are more than 14 % of teens being threatened on-line? If so, why don't the stats show that? Answer: may be limitations with the survey. Some teens may not want to answer truthfully.

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-16% admitted to having sent hateful messages themselves

-75% of victims don't call police

-25% of victims suffer in silence-never tell anyone

Ask: Does anyone think that there are more than 16% of teens that have sent hateful messages?

If so, why don't the stats show that? Answer: may be limitations with the survey. Some teens may not want to answer truthfully.

Ask: Why do you think so many victims don't call police?

Ask: Why do some victims never tell anyone?

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Misconceptions

Kids think.....

-Some kids think that it is okay to tell personal information on-line. They don't think that they are making themselves vulnerable, potential targets for bullies and predators.

-I have a free speech right. This is found in the United States of America Constitution's First Amendment not in any Canadian legislation.

You are responsible for everything you say and do.

-What happens on-line is just a game. It is not real. So no one can get hurt.

Ask: Do you agree with these statements?

-What happens on-line should stay on-line. Bullying that occurs on-line often flows into the school the next day. Your parents or guardians should be made aware anytime you are bullied on-line. Anytime that you are on-line and receive something that makes you feel uncomfortable or that you feel is inappropriate you need to tell an adult.

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The Truth

You will be held accountable

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The Law, Cyberbullying and You

These are some of the criminal charges in the Criminal Code of Canada that a person can be arrested for and charged with should they commit any of them while on-line.

1. Utter threats-CC 264.1-"Every one commits an offence who, **in any manner**, knowingly utters, conveys or causes any person to receive a threat. This means that the threat can be in person, in a letter, on the phone, on-line, by you, by another person.
2. Extortion by Threats-CC 346 (1) Every one commits extortion who is attempting to get something from another person by threats and violence.
3. Assault-CC 266- Hitting, kicking, throwing something at another person, (any type of physical contact.)
4. Criminal harassment-CC 264 (1)- This would include sending several threatening e-mails, IM's, etc. that causes a person to fear for their safety or the safety of anyone known to them.

5. Personation-CC 403-This would include going into another person's "hotmail" account, pretending you are them and sending e-mails to others meant to cause grief to the person to whom the account belongs.

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Those who can, do

Meaning-those who are good in school, they study, pay attention in class and do well.
Those who are good in sports, they practice, they play, they do well.

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Those who can't

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Bully

When people are being bullies, they are putting so much time into picking out what they believe to be other people's faults that they aren't looking back and seeing how they can better themselves.

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Resources

These are web pages that I researched for this Power Point.

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For the Parents

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Filters

These are some ways in which parents can protect their children from being targets and be more aware of what their kids are doing on-line.

-Security software-Example-Predator Guard-this scans all messages and “notices” when that text could be threatening to the user.

-E-Mail Tracker Pro-this allows you to track Internet E-mail back to the sender.

-Parental Controls-this offers chat filtering protection for both instant messaging and chat rooms.

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What you can do

-Make it your business. Learn what your kids know. Sit with them at the computer, ask them to show you some of the things that they are doing on-line. Show that you are interested in what they are doing on-line.

-Keep the computer in a common place. A home computer should never be in a child's room. There is no supervision here and you can't keep track of what your kids are doing on-line. Also, if the computer is in a place in the house where you can walk by at any time and check on them, your child may be more careful with what they are doing and saying and where they are going on-line.

-Check their on-line activities periodically and tell them you will be doing this. It is important to tell your child that you will be checking their on-line activities. Ensure that it is to make sure that they are safe. If your child knows that you will be checking what they are doing on-line they may be more careful with what they are doing and saying and where they are going on-line.

-Search for your child's name on-line-check his/her profiles, postings, blogs, web pages, etc.-"google" their names.

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-Tell your child that you may check their history on chat lines and e-mail if you believe you may find unsafe or irresponsible behavior

-Watch out for secretive behavior on-line. Look for your child trying to cover the screen, close the computer, downsize screens on the computer when you walk by. This may be an indication that your child is doing something on-line that you would disapprove of, that they do not want you to see.

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Signs of Victimization

-Emotional upset-depression, sadness, anxiety, anger or fear, especially after using the phone or Internet.

-Avoidance of friends, school, activities.

-Decline in grades.

-Subtle comments that reflect emotional distress or disturbed on-line or in person relationships.

-This information was found at the Centre for Safe and Responsible Internet Use.

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Prevent Your Child From Being a Cyberbully

Be a good example. The most frequent way that children learn is by example. From the moment they are born, they watch their parents and copy many things that they do.

Have good values in your home. Treating others well, being respectful, not using harsh, hurtful words, etc.

Talk to them about the implications of severe Cyberbullying. They need to know that it is not acceptable behavior and that there will be consequences.

Retaliating is not Smart. Responding to bullying will only “fuel the fire”. The bully is looking for a reaction from their target. If your child retaliates then they have become the bully.

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Thank-you to TV Cogeco for their support in making this presentation possible.

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